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ABSTRACT

New Hampshire Supervisory School Union 58--Experimental Schools project (Groveton, New Hampshire) has developed a rural schools oriented career education program for grades K-12, which incorporates the total community. The program focuses on three major themes: (1) Self Awareness--Who Am I? (kindergarten and grade 1), (2) Awareness of Community Workers (grades 1-3), and (3) Awareness of the World of Work (grades 3-12). In grades 3-6, emphasis is on student awareness of the world of work, while in grades 7-8 exposure to the world of work is through career guidance seminars, observational activities, and elective mini-courses. In grades 9-12, students are involved in elective mini-courses, career exploration seminars, and worksite placement. Teachers write their own career awareness lessons with assistance from the career/vocational education coordinator and then test them in their classrooms and revise them before distribution to other teachers. The Cornell Career Awareness Inventory and the Career Maturity Inventory are used to determine levels of career awareness and vocational maturity. An integral part of program development is direct teacher involvement in the process through in-service training. (EA)

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CAREER EDUCATION
AND THE
RURAL SCHOOL CURRICULUM

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ABOUT THE AUTHOR

Richard Peters is currently Director of the New Hampshire Supervisory School Union 58 EXPERIMENTAL SCHOOLS project. Funded by the National Institute of Education, Washington, D.C., for a period of three years; July 1973 - June 1976, the Union 58 Project Rural oriented ES program has as its main goal the development of a community centered school instructional program which is enriched by the development of comprehensive (Kindergarten through grade twelve) career/vocational education, language arts and environmental education programs.

He received his Bachelor of Science in Education and Masters of Education degrees from the University of Maine, Orono. The Doctor of Education degree was granted by the University of Rochester, New York, in 1971.

Dr. Peters has worked as curriculum researcher for an ESEA Title III inner city program and was responsible for the development of a grades 7-9 career awareness program using community resource facilities (1968-1969) as well as Director of ESP - responsible for the development of a Kindergarten through grade twelve career education program that employs observation, self awareness, hands-on experiences and on-the-job training for purposes of skills acquisition and skills application.

July 1975

STATEMENT.

Who needs career education ? EVERYONE ! Whether living in an urban or rural area, there is no escaping the ultimate decision that each student must make regarding his or her future and one's vocation. Our societal structure and economic system mandate that each individual must strive to support himself/herself and dependents. Society cannot economically or morally be expected to support a legion of both the unemployed and the unskilled.

Each and every individual has a responsibility to:

1. realize his/her mental and physical capabilities and limitations.

2. make intelligent and realistic decisions regarding his/her future work.

3. select those learning experiences which will enhance cognitive level knowledge and provide on-the-job training for purposes of skills acquisition and skills application in a real-life work situation.

CAREER EDUCATION.

Career education is a Kindergarten through grade twelve concept that employs a wide variety of direct and vicarious learning experiences for purposes of affecting student awareness about the world-of-work and providing them with observational and hands-on experiences which will enrich impressions and develop marketable skills.

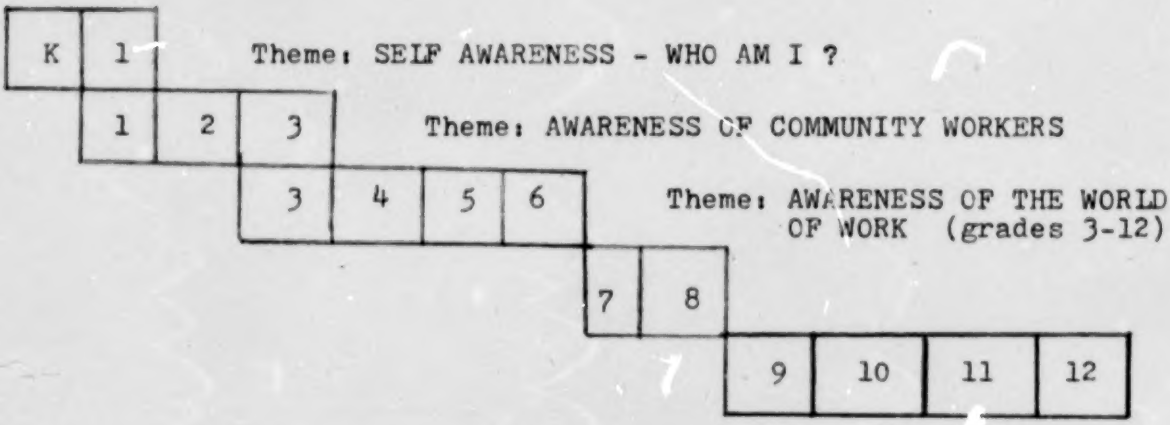
Beginning in 1970, a great emphasis was placed on the development of career education programs in public schools. With program development impetus provided by the U.S. Department of Health, Education and Welfare, thousands of federal dollars were made available to school systems across the nation. Overnight, a wide variety of career education model programs were developed and publicized. Although a few programs were oriented toward rural regional vocational centers, the majority of programs emphasized career education in the urban school setting.

In 1972, the National Institute of Education (NIE), Washington, DC, inagurated Project Rural. Competition for planning year grants was announced and ten (10) rural sites were selected. In 1973, the Experimental Schools projects became operational for a period of three years. One area of program development common to most ES projects; whether in New Hampshire, Mississippi or Oregon, was the creation, development and implementation of comprehensive career education programs. Each site was responsible for developing its own multi-grade program using local community resource sites and personnel for purposes of student exposure, observation and hands-on experiences.

PROGRAM DEVELOPMENT AND IMPLEMENTATION.

Nestled in the northern foothills of the White Mountains National Forest, NH Supervisory School Union 58, Groveton, New Hampshire, has developed a rural schools oriented career

education program for Kindergarten through grade twelve which incorporates the total community into its pedagogical strategy.



Theme I. SELF AWARENESS - WHO AM I ?

The thrust at this level is the development of a student awareness of self; to assist the individual student in better understanding himself/herself as a creative, unique and valuable human being - in relationship to the family and the school.

At Kindergarten and grade 1, Focus on Self Development: Self Awareness, developed by Science Research Associates, is used to develop student SELF identity in affective domain and sensory areas.

Teachers have written lesson cards in the area of self awareness which they have 'classroom tested' and evaluated. Once the lessons have been developed, implemented and evaluated, they are duplicated and distributed to other union teachers. In this way, a career education resource guide can be developed.

Pedagogical strategies:

1. teacher-made lesson cards.
2. guest speakers into classrooms.
3. field trips into the community.
4. vicarious simulations such as filmed or video taped tours of selected community resource sites.

Theme II. AWARENESS OF COMMUNITY WORKERS.

In Kindergarten through grade twelve, a program development emphasis is placed upon the creation of teacher-made lesson cards. In this way, teachers are directly involved in the development of an instructional program and their classroom expertise is applied to the writing of student-oriented awareness activities.

At grades 1-3, the emphasis is placed on student awareness of self in relationship to others within the confines of the community. The individual student begins to understand how he contributes to the daily life of his/her community and how he/she is dependent upon the work of others for his/her constant well-being.

Pedagogical strategies:

1. teacher-made lesson cards.
2. guest speakers into classrooms.
3. field trips into the community.
4. vicarious simulations such as filmed or video taped tours of selected community resource sites.

Theme III. AWARENESS OF THE WORLD OF WORK.

In grades 3-6, an emphasis is placed on student awareness of the world of work.

Employing the use and services of teacher-made lesson cards, guest speakers, field trips and vicarious simulations, staff personnel have developed an instructional approach which exposes both boys and girls to a diversity of occupations which are found both in the immediate area as well as in areas removed from the geographical region of Union 58.

In grades 7-8, students are exposed to the world of work through involvement in career guidance seminars and observational activities. Elective mini courses enable students to gain exposure and hands-on experiences.

In grades 9-12, students are involved in elective mini courses, career exploration seminars and worksite placement. These activities incorporate awareness through observation, hands-on experiences for skills development and on-the-job training for purposes of skills application.

SAMPLE LESSONS

CONCEPT: To Develop an Awareness of SELF

GRADE RANGE: 1

STATEMENT: Students become aware of possible careers.

LESSON: (30 minutes - 2 days)

I. List as many careers as possible.
II. Relate these careers to specific people the class knows.
III. Have the class find out the exact careers of both parents.
IV. Students write "when I grow up, I want to be _____ because _____".

SUGGESTED ACTIVITIES:

- Make a booklet of various careers
- Make posters that depict different careers.
- Each student makes a picture of what he or she wants to be when grown up.

CONCEPT: To Develop an Awareness of Others and Occupations

GRADE RANGE: 3

STATEMENT: To acquaint students with some occupations in the field of agri-business.

LESSON: (30 minutes/class - 8 days)

I. Natural Resources: <u>It's the Growing Thing</u>

Film follow-up discussion: What does agri-business mean? How do people depend upon Mother Earth for their food and wages? What kinds of occupations are there in agri-business?

MATERIALS:
- <u>Forestry Aides</u> (film)
- <u>Dairy Product Delivery</u> (filmstrip)
- <u>Life on a Dairy Farm</u> (filmstrip)

SUGGESTED ACTIVITIES:

- Investigate the various agri-business occupations of the area; foresters, farmers, tree growers, etc.
- Invite agri-business workers into the classroom to talk about their jobs with students.
- Each student chooses an agri-business and develops a short class report.
- Tour a dairy farm and either film or video tape the milking process from cow to bottle.
- Students make posters which depict different agri-business occupations. These posters are displayed in the room and in other parts of the school.

PROGRAM IMPLEMENTATION - EVALUATION - REVISION.

In the elementary grades, Kindergarten through grade 6, an attempt is made by the classroom teachers to develop a student perceived association between career education concepts and the several academically-oriented disciplines-of-knowledge (eg, language arts, mathematics, science and social studies).

Prior to writing career awareness lessons, teachers meet with the ESP career/vocational education coordinator and discuss the occupational areas which should be explored by students. Teachers then write lesson cards and test them in their classrooms. Once a lesson has been conducted, the teacher evaluates the relative merits of the lesson and the degree of

student success at accomplishing assigned tasks. These evaluation comments, along with the lesson card, are given to the career/vocational education coordinator. The lessons are typed on ditto masters, duplicated and distributed to teachers throughout the school union.

The revision of lesson cards is accomplished in several ways:

1. the teacher tests the written lesson in the classroom and as a result of evaluation may revise the original lesson-as written.

2. other teachers who use a lesson card written by another teacher may find a need to revise or modify the original lesson. After classroom use, the lesson may be revised once again. This lesson, along with an evaluation statement, will be returned to the component coordinator.

3. testing plays an important role in program development, implementation and revision. Both the Cornell Career Awareness and Career Maturity Inventory are used for purposes of determining levels of student awareness regarding careers and determining the degree of maturity involved in their career decision making activities.

As a result of career awareness testing during the 1974-1975 school year, areas where students lacked occupational awareness were identified. The thrust of career lesson card development in the future will be in those areas where student awareness was minimal or non-existant.

GLOSSARY OF TERMS.

Career Education Resource Guide: a document which includes teacher-made classroom lessons, a listing of available guest speakers, a listing of community resource sites which can be used for field trips and work site placement, and an inventory of available instructional materials.

Career Exploration Seminars: a seires of presentations made by guest speakers which center around occupational clusters such as health services, law enforcement, social services and transportation.

Career Guidance Seminars: small groups of students meet with guidance counselors and contracted services personnel to discuss career choices and courses-of-study.

Field Trips: large groups of students leave the school to tour selected community resource facilities for purposes of awareness and exposure.

Guest Speakers: community resource people, representing different occupations and professions, visit classrooms to discuss the character and nature of their work with students.

Instructional Materials: commercial or teacher-made print/non-print items such as books, films, filmstrips, records and simulations which are used by students and teachers to enrich awareness and exposure.

Lesson Cards: teacher developed career awareness, concept oriented lessons which are used in classrooms for purposes of incorporating career education into the existing school curriculum.

Mini Courses: ten week elective courses in career education which are built around occupational clusters such as house construction, health services and recreation.

Worksites: selected community resource facilities where students in grades 10-12 are placed for purposes of hands-on experiences. While at the sites, students learn marketable skills and apply them to assigned work tasks - immediately under the supervision of site personnel.

IN-SERVICE TRAINING.

An intregal part of program development, implementation and revision is direct teacher involvement in the process. For those teachers who are not totally aware of what career education is and how it can be incorporated into the classroom curriculum, there is a need to develop and conduct a teacher in-service training program. Using the workshop format, teachers can be introduced to the natural and social resources of the community via:

1. field trips into the environment of the community.

2. meetings with community people who can explain their jobs and describe the educational benefits of their physical plant facilities.

3. tour more-removed resource sites through the use of filmed or video taped presentations.

Equipped with a first-hand understanding of the human and natural resources of the community, teachers can begin to develop ways by which these resources can be built into and employed in the development of the learning process. The result of that planning and incorporation is the teacher-made lesson card.

Instructional materials is another concern of teachers. There are several different types of materials which the classroom teacher can use. The rule-of-thumb to follow is: the prime value of instructional materials is that they can be used by students and teachers when most advantageous to learning and teaching. These materials should be selected for use with care and should serve a legitimate educational purpose.